DOCUMENT RESUME

ED 386 421 SP 036 157

AUTHOR	Parker-Jenkins, Marie
TITLE	Children of Islam: A Teacher's Guide To Meeting the Needs of Muslim Pupils.
REPORT NO	ISBN 1-85856-034-9
PUB DATE	95
NOTE	162p.; Foreword by Mirza Azam Baig.
AVAILABLE FROM	Trentham Books, Ltd., Westview House, 734 London Road, Oakhill, Stoke-on-Trent, Staffordshire, England ST4 5NP United Kingdom (12.95 British pounds).
PUB TYPE	Books (010) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Cultural Awareness; *Cultural Context; Cultural Differences; Cultural Influences; Elementary Education; Elementary School Students; Elementary School Teachers; Ethnic Groups; Ethnicity; Ethnic Relations; Foreign Countries; *Islamic Culture; Parent Student Relationship; Religious Cultural Groups; Religious Differences; Religious Factors; *Student Needs; *Teacher Attitudes; Theory Practice Relationship
IDENTIFIERS	England; *Islam; *Muslims

ABSTRACT

This book explores the educational needs of Muslim children. Based on 6 years of research into the educational needs of Muslim children, the discussion highlights the perceptions of both Muslim and non-Muslim teachers. Beginning with an historical overview of Muslim communities in Britain, Chapter 1 addresses issues concerning statistics and differentiation, the establishment of mosques, denominational schooling, and the development of multiculturalism. The meaning and significance of Islam and the attendant obligations on Muslim parents and children are explored in chapter 2, followed in chapter 3 by a discussion of Islam and education, and the potential conflict between secular and Islamic philosophies of education. Chapter 4 describes the educational needs of Muslim children as portrayed by Islamic writers, with practical suggestions for translating theory into practice. Chapter 5 focuses on a study of the views of headteachers, both Muslim and non-Muslim, highlighting similarities and divergences in their perceptions. These findings are discussed in greater depth in chapter 6, and new categories of needs are developed which can be used as a practical model against which to measure the extent of accommodation and to develop a hierarchy of needs that can be tailored to individual school situations. The book concludes with a discussion of political and philosophical concerns, as well as implications for teacher training. A glossary and a list of resources for further information and for use in the schools are included. (Contains 233 references.) (ND)